



Read to be Ready

Independent Reading and Reading Conferences



Module 5: Reading Conferences

Objectives

- Articulate the purpose for individual reading conferences
- Define the structure of a reading conference
- Analyze reading conferences to see how they provide unique opportunities to affirm and expand a reader's thinking
- Examine how reading conferences provide a teacher with opportunities to teach and to collect ongoing assessment information

Link to Tennessee Academic Standards

Independent reading focuses on **Reading** and **Foundational Literacy** Standards, while incorporating additional **Writing** and **Speaking & Listening** Standards through responding, conferring, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- **Questioning**
- Feedback
- **Teacher Knowledge of Students**



**What is a reading
conference?**

Phases of a Reading Conference

1. Research
2. Decide
3. Teach
4. Link

Annotate a Conference Transcript

- **R** to indicate language of Research by the teacher
- **D** to indicate possibilities for teaching that the student is presenting
- **T** to indicate that a Teaching point has been delivered by the teacher
- **L** to indicate that a Link has been made



**Why confer with
readers?**

Values of Reading Conferences

- Value
- Why is it important?
- What would it look like, sound like, and feel like if this were the classroom teacher's goal?

How to Confer With Readers

- **Introducing Routines and Expectations**
- **Scheduling Conferences**
- **Listening During Reading Conferences**
- **Teaching During Reading Conferences**

As you read these sections, make the following notations:

- Use a **?** to indicate areas that you need clarified.
- Use **!** to indicate what you think teachers will be excited about implementing.
- Use **#** to indicate what you think teachers might be most challenged by implementing.

Language of Conferring

Prompting Guide 2

- “Prompts for Reading Conferences,” page 57
- “Reading List,” page 58
- “Making Book Choices,” page 58.

Transcript Analysis

Participant	Role	Language Analysis Focus
A	Student	Language that builds relationship or reading identity
B	Narrator	Language that affirms thinking
C	Teacher	Language that expands thinking

Transcript Analysis

- Tennessee English Language Arts Standards

Systematic Assessment

Reading Conference Notes for — *Flor*

Date	General Notes	Affirm	Expand	Watch List
4/25	Enjoys Baby Bear series; help her find them in library.	Readers have favorite series.	To read with expression, think about how characters feel.	Didn't support claims with evidence, but teacher didn't prompt for more information, so it's hard to know.

Reflecting on Conferences

- How have you used what you already know about this reader's strengths and needs to prepare for the conference?
- How well are you getting to understand the reading identities?
- How effectively are you using the four phases of a reading conference (research, decide, teach, link)?
- How is your language impacting the conversational turns?
- Are you providing enough wait time to invite the student into the conversation?
- How are you using the data you gather?

Synthesis: Role Play a Conference

- Form a group of four.
- Together, select two student profiles. Choose an independent text from your “library” that seems appropriate for the student:
 - Leo, Grade 3, pp. 80-81
 - Flor, Grade 1, pp. 84-85
 - Emma, Grade 2, pp. 95-96
 - Alex, Grade 1, pp. 97
 - David, Kindergarten, pp. 98-99
- All members of the group review the profile and the text.
- One participant acts as the teacher, another as the student.
- Role play a reading conference that might follow the one transcribed in your manual.
- Other participants observe the reading conference and make notes in forms provided on page 102.
- Switch roles and role play another conference.
- Discuss the questions that follow.

Closing Words

“Conferring can give us the force that makes our minilessons and curriculum development and assessment and everything else more powerful. It gives us an endless resource of teaching wisdom, an endless source of accountability, a system of checks and balances. And it gives us laughter and human connection—and the understanding of our children that gives spirit to our teaching.”

(Calkins, Hartman, & White, 2005)